



# DECAL Stakeholder Network: Pre-K Teachers Advisory Committee Meeting

November 14, 2012



Georgia Department of Early Care and Learning

**Bobby Cagle, MSW**  
**Commissioner**

**Bright from the Start: Georgia Department of Early Care and Learning**



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Georgia Department of Early Care and Learning

**Bobby Cagle, MSW, Commissioner**



# Agenda

- Welcome
- DECAL Updates and Priorities
- Georgia's Pre-K Program Updates
- Wrap Up and Next Steps

# Your Feedback



- What is DECAL doing well?
- What is DECAL doing that could be improved?
- What is DECAL not doing that we should be doing?



# DECAL Priorities



- Health and Safety
- Quality Early Education  
Leading to increased  
school readiness
- Communication



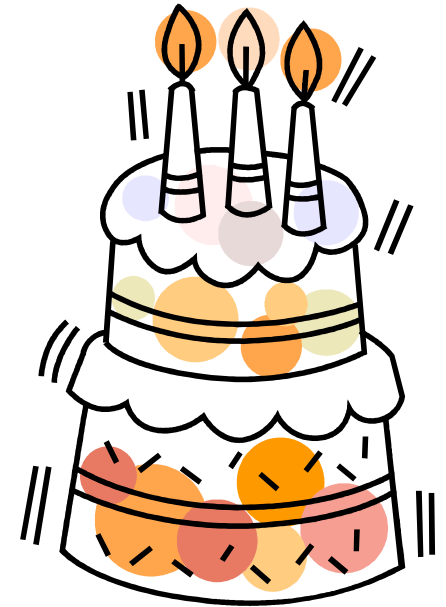


**Susan Adams, Assistant Commissioner**  
Georgia's Pre-K Program

# Happy Anniversary Georgia's Pre-K!



- 2012-13 school year marks the 20<sup>th</sup> anniversary of Georgia's Pre-K Program.
- Special events are planned throughout the year.
- Submit stories and photos to [20yrsofprek@dec.al.ga.gov](mailto:20yrsofprek@dec.al.ga.gov) or via our website at [www.dec.al.ga.gov](http://www.dec.al.ga.gov).



# By the Numbers...

## 2012-2013 school year



- Budgeted Slots 84,000
- Allocated Slots 83,754
- Current Enrollment 81,397
- Fill Rate 96.90%
- Number of Classes 3,807
- Waiting List 8,466





# Pre-K Lead Teacher Retention



- Compared to last year, teacher retention rates have improved.
- The lead teacher retention rate is 77.4% (up from 71.8% this time last year).
- Local school systems - lead teacher retention rate has increased 10 percentage points (65.5% to 75.7%).
- Private child care centers - lead teacher retention rate is up 2 percentage points (76.8% to 78.9%).



# Pre-K Assistant Teacher Retention



- The overall assistant teacher retention rate is 72.5% (up from 70% this time last year).
- Local school systems - assistant teacher retention rate has increased 4 percentage points (71.5% to 75.8%).
- Private child care centers - assistant teacher retention rate is stagnant (68.9% to 69.8%).



# Pre-K Longitudinal Study



- The study is officially sponsored by DECAL and participation is required as a condition of the Pre-K Grant Agreement.
- DECAL commissioned FPG Child Development Institute at UNC-Chapel Hill to conduct the study.
- Participating programs and children are guaranteed confidentiality.



# Pre-K Longitudinal Study



- **Year One:**
  - Data collection is complete. This includes child assessments, classroom observations, and teacher/parent surveys.
  - Results will be released in the late Fall with a full report expected before the New Year.



# Pre-K Longitudinal Study



## Year Two:

- Year Two data collection will include a Kindergarten and a Pre-K sample.
- Not all providers are selected. A random sample was selected.
- Researchers may request information, such as parent names and addresses, from some Project Directors.
  - This is to contact families directly.
- Releasing information to FPG for use for research purposes is NOT a violation of either HIPAA or FERPA.



# PK-12 Longitudinal Data System (LDS)



- Georgia Testing Identification Number (GTID) is assigned to all students who attend GA Pre-K's program.
- Beginning this year, Pre-K assessment data for students served in WSO classrooms last year will be electronically transferred to the LDS.
  - BOEs will have access to assessment data for the following domains:
    - Language Arts
    - Math
    - Personal/Social
    - Fine Motor indicators in Physical/Health domain



# Georgia Early Learning Developmental Standards (GELDS): Overview



- In 2010, DECAL commissioned a comprehensive alignment study that would provide data the state could use to make improvements.
- Lynn Kagan, Ed.D, from Columbia University and Catherine Scott-Little, Ph.D., from UNC, led a team of researches who conducted a sophisticated analysis.



# Questions our researchers examined....



- Are our standards high quality?
- Are they carefully aligned across age levels and aligned with the early elementary grades (vertical alignment)?
- Are the domains balanced?
- Do the standards fully cover age-appropriate content?
- Is the content rigorous enough?





# GELDS: Where We Are



- The researchers analyzed:
  - vertical alignment
  - horizontal alignment
  - age appropriateness
  - content, balance, and depth
    - Pre-K Content Standards
    - Georgia Early Learning Standards (GELS)
    - Common Core GPS for Kindergarten
    - Head Start Outcomes Framework
    - Work Sampling System Indicators
- After two years of research, revisions, and edits, we finally have a document that is nearing completion.



**Domain: PHYSICAL DEVELOPMENT AND MOTOR SKILLS (PDM)**

**Sub-Domain:  
N/A**

**STRAND: PDM1  
Health and Well-Being**

**Standard: PDM1.1**  
The child will practice healthy and safe habits.

**Standard: PDM1.2**  
The child will participate in activities related to nutrition.

**STRAND: PDM2  
Use of Senses**

**Standard: PDM2.1**  
The child will demonstrate an awareness of the body in space and child's relationship to objects in space.

**Standard: PDM2.2**  
The child will use senses (sight, touch, hearing, smell, and taste) to explore the environment and process information.

**STRAND: PDM3  
Motor Skills**

**Standard: PDM3.1**  
The child will demonstrate gross motor skills.

**Standard: PDM3.2**  
The child will demonstrate fine motor skills.

**Domain: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**

**Sub-Domain:  
N/A**

**STRAND: SED1  
Developing a Sense of Self**

**Standard: SED1.1**  
The child will develop self-awareness.

**Standard: SED1.2**  
The child will engage in self-expression.

**STRAND: SED2  
Self-Regulation**

**Standard: SED2.1**  
The child will begin to demonstrate self-control.

**STRAND: SED3  
Developing a sense of self with others**

**Standard: SED3.1**  
The child will develop relationships and social skills with adults.

**Standard: SED3.2**  
The child will develop relationships and social skills with peers.

**Domain: APPROACHES TO PLAY AND LEARNING (APL)**

**Sub-Domain:  
N/A**

**STRAND: APL1  
Initiative and Exploration**

**Standard: APL1.1**  
The child will demonstrate initiative and self-direction.

**Standard: APL1.2**  
The child will demonstrate interest and curiosity.

**STRAND: APL2  
Attentiveness and Persistence**

**Standard: APL2.1**  
The child will sustain attention to a specific activity and demonstrate persistence.

**Standard: APL2.2**  
The child will demonstrate intellectual flexibility.

**STRAND: APL3  
Play**

**Standard: APL3.1**  
The child will engage in a progression of imaginative play.

**Standard: APL3.2**  
The child will demonstrate a cooperative approach to social play.

**Domain: COMMUNICATION, LANGUAGE, AND LITERACY DEVELOPMENT (CLL)**

**Sub-Domain:  
N/A**

**STRAND: CLL1  
Receptive Language (Listening)**

**Standard: CLL1.1**  
The child will listen to conversations and comprehend for a variety of purposes.

**Standard: CLL1.2**  
The child will acquire vocabulary introduced in conversations, activities, stories, or books.

**STRAND: CLL2  
Expressive Language**

**Standard: CLL2.1**  
The child will use nonverbal communication for a variety of purposes.

**Standard: CLL2.2**  
The child will use increasingly complex spoken language for a variety of purposes.

**STRAND: CLL3  
Early Reading**

**Standard: CLL3.1**  
The child will acquire meaning from a variety of materials read to him/her.

**Standard: CLL3.2**  
The child will develop early phonological awareness (awareness of the units of sound).

**Standard: CLL3.3**  
The child will demonstrate increasing knowledge of the alphabet.

**Standard: CLL3.4**  
The child will demonstrate awareness of print concepts.

**STRAND: CLL4  
Early Writing**

**Standard: CLL4.1**  
The child will use writing for a variety of purposes

**STRAND: CLL5  
ELL**

**Standard: CLL5.1**  
For non-English speaking children, understands and responds to books, stories, songs presented in English

**Domain: COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (CD)**

**Sub-Domain:  
MATH**

**STRAND: CD.MA1  
Number and Quantity**

**Standard: CD.MA1.1**  
The child will build knowledge of, organize, and represent quantity and number.

**Standard: CD.MA1.2**  
The child will manipulate, compare, describe relationships, and solve problems using quantity and number.

**STRAND: CD.MA2  
Measurement and Comparison**

**Standard: CD.MA2.1**  
The child will explore and communicate about distance, weight, length, height and time.

**Standard: CD.MA2.2**  
The child will sort, seriate, classify, and create patterns.

**STRAND: CD.MA3  
Geometry and Spatial Thinking**

**Standard: CD.MA3.1**  
The child will explore, recognize and describe spatial relationships between objects.

**Standard: CD.MA3.2**  
The child will explore, recognize and describe shapes and shape concepts.

**Sub-Domain:  
SCIENCE**

**STRAND: CD.SS1  
Family and Community**

**Standard: CD.SS1.1**  
The child will demonstrate understanding of his/her community.

**Standard: CD.SS1.2**  
The child will demonstrate an understanding of his/her family

**STRAND: CD.SS2  
History and Events**

**Standard: CD.SS2.1**  
The child will understand that events happened in the past and how these events relate to self and others.

**STRAND: CD.SS3  
Visual Arts**

**Standard: CD.SS3.1**  
The child will create, observe, and analyze visual art forms to develop artistic expression.

**STRAND: CD.SS4  
Music**

**Standard: CD.SS4.1**  
The child will use his/her voice, instruments, and objects to musically express creativity.

**STRAND: CD.SS5  
Drama**

**Standard: CD.SS5.1**  
The child will use drama to express creativity

**STRAND: CD.SS6  
Physical Science**

**Standard: CD.SS6.1**  
The child will demonstrate knowledge of living creatures and their adaptability to environmental factors

**STRAND: CD.SS7  
Environmental Science**

**Standard: CD.SS7.1**  
The child will demonstrate knowledge of living creatures and their adaptability to environmental factors

**Domain: COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (CD)**

**Sub-Domain:  
SOCIAL STUDIES**

**STRAND: CD.SS2  
People and the Environment**

**Standard: CD.SS2.1**  
The child will demonstrate emerging awareness of their own and others' cultures and ethnicity.

**Standard: CD.SS2.2**  
The child will demonstrate awareness of the geography, demographics and economy of his/her community.

**STRAND: CD.SS3  
History and Events**

**Standard: CD.SS3.1**  
The child will understand that events happened in the past and how these events relate to self and others.

**STRAND: CD.SS4  
Visual Arts**

**Standard: CD.SS4.1**  
The child will create, observe, and analyze visual art forms to develop artistic expression.

**STRAND: CD.SS5  
Music**

**Standard: CD.SS5.1**  
The child will use his/her voice, instruments, and objects to musically express creativity.

**STRAND: CD.SS6  
Drama**

**Standard: CD.SS6.1**  
The child will use drama to express creativity

**STRAND: CD.SS7  
Physical Science**

**Standard: CD.SS7.1**  
The child will demonstrate knowledge of living creatures and their adaptability to environmental factors

**STRAND: CD.SS8  
Environmental Science**

**Standard: CD.SS8.1**  
The child will demonstrate knowledge of living creatures and their adaptability to environmental factors

**STRAND: CD.SS9  
Living Creatures**

**Standard: CD.SS9.1**  
The child will demonstrate knowledge of living creatures and their adaptability to environmental factors

**STRAND: CD.SS10  
Environmental Science**

**Standard: CD.SS10.1**  
The child will demonstrate knowledge of living creatures and their adaptability to environmental factors

**STRAND: CD.SS11  
Living Creatures**

**Standard: CD.SS11.1**  
The child will demonstrate knowledge of living creatures and their adaptability to environmental factors

**STRAND: CD.SS12  
Environmental Science**

**Standard: CD.SS12.1**  
The child will demonstrate knowledge of living creatures and their adaptability to environmental factors

**STRAND: CD.SS13  
Living Creatures**

**Standard: CD.SS13.1**  
The child will demonstrate knowledge of living creatures and their adaptability to environmental factors

**STRAND: CD.SS14  
Environmental Science**

**Standard: CD.SS14.1**  
The child will demonstrate knowledge of living creatures and their adaptability to environmental factors

**Domain: COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (CD)**

**Sub-Domain:  
SCIENCE**

**STRAND: CD.SC3  
Living Creatures**

**Standard: CD.SC3.1**  
The child will demonstrate knowledge of living creatures and their adaptability to environmental factors

**STRAND: CD.SC4  
Physical Science**

**Standard: CD.SC4.1**  
The child will demonstrate knowledge related to physical science

**STRAND: CD.SC5  
Environmental Science**

**Standard: CD.SC5.1**  
The child will demonstrate knowledge of living creatures and their adaptability to environmental factors

**Sub-Domain:  
CREATIVE DEVELOPMENT**

**STRAND: CD.CR1  
Creative Movement and Dance**

**Standard: CD.CR1.1**  
The child will participate in dance to express creativity.

**Standard: CD.CR1.2**  
The child will participate in dance to express creativity.

**STRAND: CD.CR2  
Visual Arts**

**Standard: CD.CR2.1**  
The child will create, observe, and analyze visual art forms to develop artistic expression.

**STRAND: CD.CR3  
Music**

**Standard: CD.CR3.1**  
The child will use his/her voice, instruments, and objects to musically express creativity.

**STRAND: CD.CR4  
Drama**

**Standard: CD.CR4.1**  
The child will use drama to express creativity

**STRAND: CD.CR5  
Physical Science**

**Standard: CD.CR5.1**  
The child will demonstrate knowledge of living creatures and their adaptability to environmental factors

**STRAND: CD.CR6  
Environmental Science**

**Standard: CD.CR6.1**  
The child will demonstrate knowledge of living creatures and their adaptability to environmental factors

**STRAND: CD.CR7  
Living Creatures**

**Standard: CD.CR7.1**  
The child will demonstrate knowledge of living creatures and their adaptability to environmental factors

**STRAND: CD.CR8  
Environmental Science**

**Standard: CD.CR8.1**  
The child will demonstrate knowledge of living creatures and their adaptability to environmental factors

**STRAND: CD.CR9  
Living Creatures**

**Standard: CD.CR9.1**  
The child will demonstrate knowledge of living creatures and their adaptability to environmental factors

**STRAND: CD.CR10  
Environmental Science**

**Standard: CD.CR10.1**  
The child will demonstrate knowledge of living creatures and their adaptability to environmental factors

# GELDS

## GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS



# GELDS: Big Picture Timeline



Time	Milestone
October 2012-January 2013	<ul style="list-style-type: none"> <li>Finalize revisions to GELDS</li> <li>Plan and write content for GPB webinars</li> <li>GELDS posted</li> </ul>
January-March 2013	<ul style="list-style-type: none"> <li>Film Webinars</li> <li>Website up and running and GELDS posted for public feedback</li> </ul>
April-June 2013	<ul style="list-style-type: none"> <li>Air webinars, starting with statewide public awareness</li> <li>Curriculum Review begins</li> <li>May: Pre-K Administrator and Teacher Informational Webinar</li> </ul>
July-October 2013	<ul style="list-style-type: none"> <li>GELDS with resources and learning in action complete</li> <li>July: Pre-K Parent Orientation Webinars</li> <li>Professional Development for Pre-K teachers</li> <li>Ongoing professional development/training for birth-3</li> </ul>
November 2013-May 2014	<ul style="list-style-type: none"> <li>GELDS implementation across all age groups with continuous training, professional development, and support</li> </ul>
June 2014-June 2015	<ul style="list-style-type: none"> <li>Full GELDS implementation with measurements in place</li> </ul>



# Pre-K Assessment Updates – Work Sampling Online (WSO)



- 81% of Pre-K Programs are participating this year.
- 3,141 total classrooms are on Work Sampling Online.
- 100% of classrooms will be online by 2013-14.
  - Beginning this year, teachers are NOT required to collect data for Personal/Social or Physical/Health indicators.
- Focus groups are scheduled for the Spring with teachers and will be conducted jointly by DECAL and Pearson.
- Revision of the WSO performance indicators due in July 2013.



# Governor's Anticipated Proposal



- Add 10 days to Pre-K year to bring to a full 180 day school year.
- Must be approved by the legislature as a part of the new budget.



# Your Feedback



- What is DECAL doing well?
- What is DECAL doing that could be improved?
- What is DECAL not doing that we should be doing?



# Contact Information



For more information, contact:

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